



ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Periodic Program Report
10.12.22



Illinois
State Board of
Education



Governor's Office of
Early Childhood Development



Agenda

- Review Periodic Program Report
- Discuss other legislative requirements
 - Tuition
- Timeline
- Q/A

Periodic Program Report

Purpose:

- Tell the story of your work
- Legislative reporting
- Grant management
- Required by GATA for grant reporting

When and Why?

Reports Due Quarterly

- Grant agreement requires 15 days after the end of the quarter; we are proposing an extension of 15 days – 30 days after the end of the quarter.
- Some things in legislation required annually, some bi-annually
- Some things will help us manage the grant and expectations (e.g., mentors, debt relief, general spending questions.)

Our hope is that the October report will be the hard one, and then it's just updating.

AAS Transfer

TRANSFER ACTIVITY:

How many and what percent of students with an AAS/L4 who meet the eligibility requirements in [Public Act 102-0174](#) have transferred into your institution with junior level status and will not be required to take more credits than students first starting in a Baccalaureate program? (Beginning Fall 2022)

Fall (#/#) (If applicable)	Winter (#/#) (If applicable)	Spring (#/#) (If applicable)	Summer (#/#) (If applicable)

Detail activities and outcomes relating to the AAS transfer, including a timeline for when students will be able to transfer into your program under the transfer policies required by [Public Act 102-0174](#).

Credit for the CDA

Has your institution determined an approach for providing higher education credit for the Child Development Associate (CDA) consistent with the Consortium approved framework?

Yes

No

- If yes, briefly describe the approach for providing higher education for the CDA and the courses for which the students will receive credit. If no, you have not yet determined an approach, please describe the process your institution is using to determine this.
- Please provide the number of students awarded credit for the CDA this quarter.

Fall (#/#) (If applicable)	Winter (#/#) (If applicable)	Spring (#/#) (If applicable)	Summer (#/#) (If applicable)



Programmatic Features

Please describe programmatic features and/or changes made by your institution to support the early childhood incumbent workforce.

- For example, increased online presence, cohorts, provision of evening or weekend courses/sections.

Detail activities and outcomes relating to the AAS transfer, including a timeline for when students will be able to transfer into your program under the transfer policies required by [Public Act 102-0174](#).

HOLISTIC & ACADEMIC SUPPORT PLAN

Please describe how you are assisting students to persist and complete through academic and other student supports, including but not limited to mentors.

- Mentors: Please include information on how mentors are working with the incumbent workforce. Please make sure that we have the name/contact info for your mentor!

Are you on track to have 90% of your students meet with a mentor 2x/term?	Yes	No
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- Describe other supports you are implementing/implemented.



Questions?



Debt Relief

DEBT RELIEF:

Briefly describe the process you have developed to distribute funding.

For this quarter, how many students have been supported through debt relief funds to release financial holds?

Fall (#/%) (If applicable)	Winter (#/%) (If applicable)	Spring (#/%) (If applicable)	Summer (#/%) (If applicable)



Enrollment, Persistence, Completion

This is a way to keep up with what's happening and start to triangulate data. We expect ESTIMATES as this point. This is a challenge to capture.

ENROLLMENT AND COMPLETIONS:

- Please provide the number of students enrolled and the number of completions in an approved Gateways entitled program. (The enrollments and completions reported each quarter should be rolling counts. For example, if there were 100 students enrolled in Quarter One and then 25 additional enrollments in Quarter Two, a count of 125 (100 +25) would be reported in Quarter Two.)
- *Up to 10% of students who are members of the incumbent workforce and enrolled in fall of AY 2020-21 may be counted toward the goal if they continue to persist or complete by AY 2024-25.*



Enrollment

Enrollment	Q1	Q2	Q3	Q4
Number of Undergraduate Early Childhood Students Enrolled in an Eligible Program**				
Of students above, estimate the number that are incumbent workers				
Of the students above, the percent that are part time students				
Of the incumbent workers above, please estimate the number that are new to the program for Fall 22-23*				
Approximately how many of your students are currently receiving the ECACE scholarship?				
COMPLETION				
Number of Undergraduate Early Childhood Students that Completed an Eligible Program**				
Of students that completed, estimate the number that are incumbent workers				



Additional Enrollments/Completions ++ Progress

Please feel free to tell us about any others in the incumbent workforce who have enrolled and are persisting or have completed. (e.g., Post-bac PEL, graduate students, etc.)

Enrollment	Q1	Q2	Q3	Q4

PROGRESS TOWARDS GOAL:

Describe progress towards your institution's target enrollment goal. Include any successes and challenges you are experiencing.



Outreach

Please describe the outreach activities undertaken.

- Describe how your institution is engaging with local providers, schools, employers, and community colleges. How are you being responsive to employer and student need?
- Describe how the incumbent workforce members are participating in outreach activities.
- Please include data on the following:
 - # of outreach events your institution has held to engage employers and the workforce
 - # of workforce members participating in your outreach activities
 - # of employers or schools with which your institution has connected.

	Fall (#/#) (If applicable)	Winter (#/#) (If applicable)	Spring (#/#) (If applicable)	Summer (#/#) (If applicable)
Outreach Events				
Participants in Outreach Events				
Employers and/or School Connections				



Tuition and Out-of-Pocket Costs

TUITION AND OUT-OF-POCKET COSTS (FORTHCOMING)

Public Law 102-1074 includes the following for reporting: *tuition rates charged and net prices paid, reported both as including and excluding student loans, by enrolled members of the incumbent workforce.*

At this point in time, the ECACE team is still working through how to best collect this information in a way that captures what reflects the intent of the law and places the least amount of burden on institutions.

Some of the things that we are working through include:

- Incumbent workforce – the degree to which institutions are able to capture this information
- Difference between what the incumbent workforce students received via grants and their eligible total cost of attendance (net price paid)
- Degree to which these students took out student loans to cover their cost of attendance (e.g., how many and how much).

We anticipate requesting this information request later this month, and we will provide additional time for institutions to compile this information.



Funding and Consortium

FUNDING:

Please provide a narrative about how grant funds have been used to support your ECACE work this quarter.

- Are you on track to spend your Year 2 funds by June 30, 2023?
- Do you plan to submit a budget revision (due November 1, 2022) to move funding from Year 1 to Year 2?



Additional Information

CONSORTIUM MEETINGS:

Since December 2021, what % of Consortium meetings has your institutional representative and/or named delegate attended?

STAFFING:

Please let us know of any staffing changes, including mentors, grant contacts, etc. that we should be aware of, including updated contact information.

ADDITIONAL COMMENTS:

What else would you like to share with us?



Questions?

Questions?

